*Chapter 19Telling Time by: john Land*

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| **State Standards**  **Grade 1: Standard 1 Mathematical Process**  **GLE 0106.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.**  **CFU: 0106.1.2 Read and write time to hour, half hour, and quarter hour.**  **CFU:0106.1.3Compare units of time.**  **Grade 2: Standard Mathematical Process**  **GLE 0206.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.**  **CFU:0206.1.1 Read and write time up to five minute intervals.**  **GLE 0206.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.**  **CFU: 0206.1.3 Use strategies to make estimates of time.**  **Objective: I can read the time on a digital or analog clock.** | |
| [http://images-partners-tbn.google.com/images?q=tbn:ANd9GcReji-LGEfqugS2HNTTYh9rtlFyLdczcQWvNDVVjZUFrAf5m3b0BRG1iQ:http://www.toysandbooks.com/Spring_2007_Newsletter/AsecondIsA_h425.jpg](http://www.toysandbooks.com/Spring_2007_Newsletter/Spring_2007_Newsletter.html) | 17 minutes  Activity 1: Have the class sit perfectly still for one full minute with no talking. Then ask them how long that minute felt. Next allow them to get up and roam around talking to whoever they want for a full minute. Stop the class and ask them how long that minute felt. Then have them sit down.  Activity 2: Ask the students to give examples of things you can do in a second, minute, hour, day, week, month, and a year. Have students make a chart in their journal for 24 hours and have them fill it out. Revisit the charts the next day to see how they spent their time. Remind students to pay close attention to the time when they start an activity writing it down so they don’t forget. |

**Virtual Manipulatives:**

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| **Match clocks-** [**http://nlvm.usu.edu/en/nav/frames\_asid\_317\_g\_1\_t\_4.html?from=category\_g\_1\_t\_4.html**](http://nlvm.usu.edu/en/nav/frames_asid_317_g_1_t_4.html?from=category_g_1_t_4.html)  **An interactive manipulative that has you match the time on either an analog clock to a digital clock or vice versa. It gives you the ability to self-assess and click for new problems.**  **5 minutes** |
| Bang on time-  <http://www.oswego.org/ocsd-web/games/BangOnTime/clockwordres.html>  An interactive manipulative that tells you a time and you have to stop the clock on the analog clock when it reaches the time. Speed of the hands can be changed to match person’s level. It also keeps score so you can turn it into a game or post high scores on the board for the week. I also like it because it uses all types of time telling lingo.  5 minutes |

*Part I: Activity 19.17*

*Be Ready for the Bell- Give students a recording sheet with a set of blank clock faces. Secretly set a timer to go off at various times. When the bell rings, students should look up and record the time on the clock face and in numerals. This activity is very engaging and motivates students to not only think about telling time, but consider the relationship between the analog clock reading and digital recording.*

*5 minutes*

*Activity 19.18*

*Prepare a page of blank clock faces. On each clock draw an hour hand. Include placements that are approximately a quarter past the hour, a quarter until the hour, half past the hour, and some that are close to but not on the hour. For each clock face, the students’ task is to write the digital time and draw a minute hand on the clock where they think it would be. This can be a good assessment strategy I feel.*

*5minutes*

*Activity 19.14*

*Use a variety of labeled containers, marking one with as the “target.” Have students sort the containers into 3 groups, ones that hold more, ones that hold less, and ones that hold about the same as the target. Record your answers based on visual only. Next fill the “target” container with rice to the line, and then pour it into the other containers to find out if they hold more, less, or the same as the target container. Then have students record their answers in the second column*

*7 minutes*

*Activity 19.10*

*Draw two rectangles and a blob shape on the board. Make all three look very similar in size but not the same. The students make a prediction as to which have the largest area down to the smallest. After recording their estimates the students use filler to check their predictions. Then have the students write out why the predicted the way they did, if their predictions were correct, and what they learned.*

*5 minuets*

*.Extra virtual manipulative I found:* [*http://www.mrnussbaum.com/bedtime/index.html*](http://www.mrnussbaum.com/bedtime/index.html)

Part II. Telling time: hours

I could only find telling time lesson plans on website that was posted on the math wiki. I found several off of goggle that I thought were good but they were not on this site. In this lesson plan it starts by giving some background and had one very good point in it. Students need to be able to count to sixty to understand the concept of time, since there are sixty seconds in a minute, and minutes in an hour. Then the teacher leads a discussion about how a clock looks numbers on it, tick marks, and explains it to them. They then explain how the hands move and which represents hours, and which represents minutes. During this have students point to the parts, and ask them what they can do in a minute? What they can do in a second? What they can do in an hour? Then talk about the different time pieces there are and have the students go home and count how many are in their home.

<http://www.time-for-time.com/lesson1.htm>